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ABSTRACT

Papers from an international conference on research on textbooks and educational media are presented, grouped into four content areas. The first, "Textbooks and Curricular Reform," contains: (1) "The Norwegian Canon-Is It Nationally Conditioned?" (Bente Aamotsbakken); (2) "Estonian Language Textbooks for Russian Schools and Their Accordance with New Requirements" (Hiie Asser); (3) "A Child's Positive Relation with an Activity as a Basis for Developing His/Her Humanness" (Rima Bakutyte); (4) "Students' Interpretations and Use of Science Textbooks: Expectations and Reality" (Ulle Liiber and Tiia Pedastsaar); (5) "Texts Created by Pupils and Teachers in Interaction as Learning Materials for Beginning Readers and Writers" (Rutt Troite Lorentzen); (6) "Curricular Reform, Textbooks Research and ICT in Japan-Present Status and Future's Tasks" (Hiroshi Nakajima); (7) "Evaluating Textbooks as Teacher's Activity" (Zuzana Sikorova); (8) "The Impact of the Textual Structuring of a Textbook on the Selection of Essential Information by the Learner" (Koit Timpmann). Part 2, "New Educational Media," contains: (9) "Emerging Uses of the Internet in Biology and Geography in Estonian Schools" (Ilta-Kanerva Kankaanrinta and Triin Marandi); (10) "Learning and Teaching Online" (Anne Keerberg); (11) "Factors of Efficiency of Electronical Multimedia Textbooks" (Piret Luik); and (12) "Students' Computer Literacy and Social Environment in the Context of the Society with Limited Resources" (Diana Saparniene, Gediminas Merkys, and Gintaras Saparnis). Part 3, "Values in Textbooks," contains: (13) "Values in Religious Narratives as Presented in Norwegian RE Textbooks: Focus on Gender and Ethnicity" (Halldis Breidlid and Tove Nicolaisen); (14) "The Face of Democracy: A Comparative Study of How Democracy Is Presented in German and Swedish Textbooks in Social Science Written for Senior High School" (Agneta Bronas); (15) "Do Textbooks Teach Democratic Values? A Reception Study of a Ninth Grade Civics Textbook" (Veronica Kalmus); (16) "Incorporating Intercultural Awareness and Competence in EFL Textbooks" (Suliko Liiv); (17) "Teaching a Foreign Language and a Foreign Culture?" (Ragnhild Lund); (18) "The Homeland as a Possible Context-A Discursive Approach to Textbooks" (Jon Milner); (19) "The Image of

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the Other: Islam and Muslims in History Textbooks for Upper Secondary School Students in Norway" (Jan Opsal); (20) "The Expression of Gender Stereotypes in the Student and Teacher Population in Lithuania: Survey Data" (Jonas Ruskus and Gediminas Merkys); (21) "The Portrait of the Finnish Teacher in the Books for Young People" (Katri Savolainen). Part 4, "Learning Environments," contains: (22) "A Classroom in Grade Five and Its Practices Involving Texts" (Agnes Edling); (23) "The Ethos of the Speaker and the Listener in Swedish School Radio Programs on Health Education 1930-1951" (Titti Forsslund); (24) "Methodological Material To Work with Out-of-Tone and Unsteady Singers" (Aija Kelpsa); (25) "Varieties of Language and Mother Tongue Teaching Orientation" (Krista Kerge); (26) "Intertextuality, Chat, and Learning" (Susanne V. Knudsen); (27) "'It Didn't Say That Anywhere in the Story…' 14-Year-Old Students' Reading Strategies and Abilities To Infer" (Monica Reichenberg and Staffan Thorson); (28) "Some Norwegian Teachers' Evaluation of Teachers' Guides" (Dagrun Skjelbred); (29) "Students' Self-Analysis in the Teaching Process" (Ilze Strepmane and Kristiana Lapina); (30) "The Pedagogue Model: Conception and Operationalisation" (Teodoras Tamosiunas); and (31) "Learning Environments: The Changes of the Last Years in Estonia" (Larissa Vassilchenko). Each chapter contains references. (Contains 31 figures and 26 tables.) (SLD)

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